

Tools 3(stan).2. Four Samples of Individual Career Development Planning Tools (p. 1 of 10)**Sample Individual Career Development Plans**

Sample Individual Career Development Plans 1 through 4 follow on the last nine pages of this Part. The plans are color-coded for your convenience in moving from one to the other.

Note: This sample of an individual career development plan is offered as non-regulatory guidance only. Components of any Individual Teacher Career Development Plan are locally determined.

Sample I: Annual Individual Career Development Plan

Name of teacher: _____

Name of evaluator: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal for Professional Growth: _____

Describe how this goal helps the teacher to meet the goal(s) of the district career development plan and the actions the building has identified to improve student achievement:

Identify the data used to identify the need and resulting goal(s):

Describe the professional development training and learning opportunities included to support the teacher in accomplishing established goals:

How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?

List the indicators that will be used to document the accomplishment of this goal.

	Summary of Status on Goal #1	Additions	Date Reviewed; Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

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Goal 2: Identify an additional individual professional development goal, if needed, as a result of performance review dialogue or to address an individual professional development need.

If the teacher identifies additional goals as the plan progresses, describe the data sources used to determine the need for additional goals.

Describe how this goal helps the teacher to meet the goal(s) of the district career development plan and the actions the building has identified to improve student achievement:

Identify the data used to identify the need and resulting goals:

Describe the professional development training and learning opportunities included to support the teacher in accomplishing established goals:

How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?

List the indicators that will be used to document the accomplishment of this goal.

	Summary of Status on Goal #1	Additions	Date Reviewed; Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

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Sample 2: Annual Individual Career Development Plan

NAME OF TEACHER: _____

NAME OF EVALUATOR: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal for Professional Growth:

Rationale: Why did you choose to enhance your growth in this area? (Include the data sources used to determine the need for this goal.)

State the building/district goal:

Describe the actions you plan to take to accomplish this professional growth goal:

Describe how these training and learning opportunities will contribute to the district career development plan and the district/building goal:

List supports and resources that will be needed (time, access to training, peer coaching opportunities, etc.):

Identify the criteria for determining that this goal has been met (use measurable and observable terms):

Describe the educational benefits you expect to acquire as a result of you implementation of this professional development plan:

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List the Iowa Teaching Standards and Criteria that will be addressed by these learning opportunities:

Status Report on Goal

School Year _____

Summary of results and effects on student outcomes:

Modifications/Adjustments to the Plan:

School Year _____

Summary of results and effects on student outcomes:

Modifications/Adjustments to the Plan:

School Year _____

Summary of results and effects on student outcomes:

Modifications/Adjustments to the Plan:

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Note: This sample of an individual career development plan is offered as non-regulatory guidance only. Components of any Individual Teacher Career Development Plan are locally determined.

Sample 3: Annual Individual Career Development Plan

NAME OF TEACHER: _____

NAME OF EVALUATOR: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal Statement(s):

Data used to establish need for the goal(s):

Alignment of goal(s) with building/district student learning goals:

Professional development training and learning opportunities needed to accomplish established goals:

Other resources teacher may access to accomplish goal(s):

Alignment with Iowa Teaching Standards and criteria:

Documentation of progress (data sources and points):

Description of updates, major efforts, additional goals, modifications of current goals, etc.:

Year	Describe Status of Goal	Signatures*
2005-2006 Review Date: _____		Teacher: _____ Evaluator: _____
2006-2007 Review Date: _____		Teacher: _____ Evaluator: _____
2008-2009 Review Date: _____		Teacher: _____ Evaluator: _____

*Signature indicates the evaluator and teacher have discussed the progress on the individual career development plan.

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Sample 4 – Part 1	
TIER II – Individual Teacher Career Development Plan	
Teacher/Team	School

Date: _____ Target Completion Date: _____

General Focus of Plan _____

Specific Goal(s) _____

Connection to the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district (CSIP). _____

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Proposed Strategies/Activities: _____

Projected Products: _____

Resources Required: _____

Iowa Teaching Standards/Criteria _____

Teacher

Date

Administrator

Date

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Note: This sample of an individual career development plan is offered as non-regulatory guidance only. Components of any Individual Teacher Career Development Plan are locally determined.

Sample 3: Annual Individual Career Development Plan

NAME OF TEACHER: _____

NAME OF EVALUATOR: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal Statement(s):

Data used to establish need for the goal(s):

Alignment of goal(s) with building/district student learning goals:

Professional development training and learning opportunities needed to accomplish established goals:

Other resources teacher may access to accomplish goal(s):

Alignment with Iowa Teaching Standards and criteria:

Documentation of progress (data sources and points):

Description of updates, major efforts, additional goals, modifications of current goals, etc.:

Year	Describe Status of Goal	Signatures*
2005-2006 Review Date: _____		Teacher: _____ Evaluator: _____
2006-2007 Review Date: _____		Teacher: _____ Evaluator: _____
2008-2009 Review Date: _____		Teacher: _____ Evaluator: _____

*Signature indicates the evaluator and teacher have discussed the progress on the individual career development plan.

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Sample 4 – Part 2
TIER II – Form to Document Annual Conversation
Regarding Implementation of the
Individual Teacher Career Development Plan

END OF YEAR ONE ☐ END OF YEAR TWO ☐

END OF YEAR ONE ☐ END OF YEAR TWO ☐

END OF YEAR ONE ☐ END OF YEAR TWO ☐

END OF YEAR ONE ☐ END OF YEAR TWO ☐

Teacher/Team	School
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Teacher/Team	School
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[illegible]

1. At this point in the plan, re-articulate your professional growth plan. (Does it now differ in any way from your original plan?)

2. What progress have you made towards the plan's completion?

3. What specific steps are necessary to continue with this plan?

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Sample 4 – Part 3
TIER II – End of Plan Summary
 (To be included in the Career Teacher's
 Performance Review)

One Year Plan ____ Two Year Plan ____ Three Year Plan ____

Teacher(s)	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan State Date _____ Completion Date _____

Plan outcomes:

Indicators of progress:

Future considerations:

Iowa Teaching Standards/Criteria:

Teacher's comments and reflections:

Administrator's comments and reflections:

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____

Tools gen-1. Common Assessment Terminology (p. 1 of 2)

Common Assessment Terminology

Alignment — The process of linking content and performance standards to assessment, instruction, and learning in classrooms.

Confidence interval — A range of values constructed from sample data so that a population parameter occurs within that range at a pre-selected probability. A confidence interval (or confidence band) is an area of statistical similarity. Sometimes considered as a “buffer”, the confidence interval reflects an area (or range) within which one group (e.g., the students in a school) is considered NOT to be statistically significantly different from another group (e.g., the students in the state).

Construct validity — A test has construct validity when it actually measures the knowledge domain or behavior it claims to measure. For instance, if you give a social studies test and a student does poorly because the reading level was too difficult. That test does not have construct validity, because it was really measuring reading ability.

Content validity — A test has content validity if it adequately samples the knowledge or behavior that has been the goal of instruction.

Criterion-referenced Testing — Taking student scores on an instrument and comparing them to a standard. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather than how their performance compares to a norm group of students nationally or locally.

Cross-tabulate — Compare subgroups of students on two or more variables. Use multiple sources of data about a group of individuals to search for patterns or variations.

Cross-sectional — Studying different groups of students at a particular age or stage of development. Example: Measuring fourth grade students each year on ITBS and comparing the results.

Disaggregate — Partition the data by relevant subgroups (e.g., race, ethnicity, or gender).

Effect Size — A way of quantifying a difference between repeated measures. From a research perspective, there are difficulties associated with pretest to posttest contrasts. However, from an “in the busy classroom” perspective, such contrasts usually help teachers arrive at sensible conclusions about the effectiveness of their instruction (Popham, 1999). One method for calculating effect size is shown as:

$$\text{Effect Size} = \frac{\text{Mean of Posttest} - \text{Mean of Pretest}}{\text{Standard Deviation of Pretest}}$$

Longitudinal — Studying the same group of students over a period of time.

Mean — The average of the scores. Example: Thirty students in a class take a test. To get the mean score, add up the raw scores of all 30 students and divide by 30.

Median — The point in a distribution above which and below which 50% of the scores lie. Example: 11 students take a test. Their scores are 100, 98, 95, 94, 92, 88, 86, 86, 85, 83, 77. The median is 88 because it is the middle score.

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Mode — The score obtained by the largest number of individuals taking a test. Example: 11 students take a test. Their scores are 100, 98, 95, 94, 92, 88, 86, 86, 85, 83, 77. The most frequent score is 86. The mode is 86. In the case of two most frequently occurring scores, such as 100, 98, 95, 94, 92, 92, 88, 86, 86, 83, 77, there are two modes (bimodal): 92 and 86. A multimodal test has a distribution with more than 2 modes.

Normal distribution curve — A theoretical curve noted for its bell-shaped form. In a normal distribution about 68% of the values are within one standard deviation of the mean and about 95% of the values are within 2 standard deviations of the mean.

Norm-referenced testing — Taking student scores on an instrument and comparing those scores to other students or a normed group of peers. ACT, SAT, and GRE are examples of norm-referenced tests.

Percentile score — A score that tells the percentage of individuals taking a test who are at or below a particular score; a percentile rank of 85, for example, means that the student did as well or better than 85% of those taking the test.

Qualitative data — Observations that consist of words, labels, or numerical codes.

Quantitative data — Observations consisting of numbers that indicate differences in amounts.

Range — Indicates the measure of variability from the highest score to the lowest score.

Reliability — A test is said to be reliable if a student's scores would be the same in repeated testing.

SES — Socioeconomic status characteristic(s). Whether or not a student receives free or reduced priced lunches is often used as a measure of SES.

Standard deviation — A measure of variability that indicates the how scores differ from the mean or average score.

Validity — A test is said to have validity if it measures what it is supposed to measure and inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. Further, an assessment cannot be valid if it is not reliable.

Tools gen-2. Acronyms and Abbreviations (one page)

Acronyms and Abbreviations

For convenience, this list is included at the beginning of Part 1.

AEA	Area Education Agency
AIG	Annual Improvement Goals
AMO	Annual Measurable Objective
AYP	Adequate Yearly Progress
CSIP	Comprehensive School Improvement Plan
DCLP	District Career Development Plans
DDL	Data Driven Leadership
DE	Department of Education
ELL	English Language Learner
FR	Free/Reduced Lunch
IASB	Iowa Association of School Boards
ITBS	Iowa Test of Basic Skills
ITCDP	Individual Teacher Career Development Plan
ITED	Iowa Test of Educational Development
LEA	Local Education Agency
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NSCD	National Staff Development Council
NCLB	No Child Left Behind
NPR	National Percentile Rank
PD	Professional Development
SE	Special Education
SES	Socio-Economic Status
SINA	School in Need of Assistance

Notes